

OMEP Children's Day

Activity
Packet
2005

CHILDREN'S DAY



November 20th

***A day to honor all children
and to promote a better understanding of
their needs and rights as human beings***



THE UNITED STATES COMMITTEE OF OMEP,
THE WORLD ORGANIZATION FOR THE
EDUCATION OF YOUNG CHILDREN,
HAS CHOSEN **NOVEMBER 20TH** AS
CHILDREN'S DAY

TO COINCIDE WITH THE
NOVEMBER 20TH, 1989,
SIGNING OF THE UNITED NATIONS CONVENTION
ON THE RIGHTS OF THE CHILD.

OMEP IS THE ONLY INTERNATIONAL ORGANIZATION WORKING FOR THE EDUCATION AND WELFARE OF ALL YOUNG CHILDREN LOCALLY AS WELL AS INTERNATIONALLY. ORGANIZED IN 1948 IN PRAGUE, CZECHOSLOVAKIA, OMEP IS AN INTERNATIONAL NON-GOVERNMENTAL (NGO) ORGANIZATION COOPERATING WITH UNESCO, UNICEF, THE UN COMMISSION FOR ECONOMIC AND SOCIAL CHANGE, AND THE COUNCIL OF EUROPE.

OMEP-USNC CHILDREN'S DAY November 20th

**Respecting, Valuing, and Supporting All Our Children
Every Day At Home and Abroad**

WELCOME ABOARD!!!

**Join the the celebration of OMEP-USNC Annual Children's Day
November 20th
and
Events Throughout the Year**

In this activity packet, you will find ideas shared by the International Play Association and UNICEF about a child's right to play, specifically:

- how to plan and implement a PlayDay in your community, classroom, child care center or home.
- materials for nurturing the spirit of hope and cooperation in all of us through reading with a child!
- a list of children's rights identified by the UN Convention on the Rights of the Child in language a child can understand.

Revisit the many advocacy and promotional materials in the Children's Day Activity Packets from 2003 and 2004, found at www.omep-usnc.org.

We invite you to share your activity ideas with OMEP-USNC so that November 20th becomes an annual celebration that builds spirit for the whole year!

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Compiled and edited by Lita Haddal. 2005.

Plan a PlayDay!

What is a PlayDay?



A PlayDay is fun! It is a day designed to draw attention to a range and diversity of play activities. A PlayDay will encompass everything from massive park events for thousands of children and adults to small picnics for little ones.

It is an opportunity for children, schools, child care centers, individuals, families, or communities to share in physical and mental challenges without the pressure of winning or losing the game. The point of a PlayDay is to play for the sake of playing, to challenge each individual, and to share in the joy of discovery and interaction.

Adults and many children have had the simple pleasures of play taken away by competitive and team sports. A PlayDay will offer a chance to go back to the times when one played just to play.

A PlayDay provides the opportunities to exercise the mind as well as the body. The games and activities challenge individuals to use their imagination to create new ways to play each game.

Even though some games and activities have rules, the rules are often modified or altered for the benefit of each group that is playing. A PlayDay offers games and activities for toddlers to grandparents, and all ages in between. Some games can be played by all ages, while others should only be played by specific age groups.

Play is the important element of the PlayDay. It requires little more than an imagination, and can continue until everyone is too tired to move. Every play event is successful in its own way.

PlayDays can take on many dimensions depending on the other events that are scheduled. If the day is planned totally around the PlayDay a wide variety of activities can be offered for different size groups.

If the PlayDay is a part of a larger event such as a Kidfest, Art Fair, Octoberfest, Springfest, or other community event, the games and activities will vary with the flow of the crowd and the specific mix of people. It is important to keep this factor in mind when planning the games and activities and the number of available play leaders, volunteers, or referees that will be needed.

Contributed by the International Play Association, <http://www.ipausa.org>, and

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HOW TO PLAN, ORGANIZE AND IMPLEMENT A PLAYDAY



Prepared by IPA/USA: The American Affiliate of the International Association for the Child's Right to Play*

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Who Is Involved? How Are They Involved?

- ✓ **Kids, Adults, Parents, Grandparents:** can help plan, participate and/or supervise the games and tournaments.
- ✓ **Schools, Caregivers, Teachers:** schools can do their part by offering a place for the PlayDay to be held. In addition, they can provide a place to hold workshops for the planning committees. Caregivers and teachers can also assist by planning and/or supervising events.
- ✓ **PTA's (National or Local):** may lend a hand by sponsoring a playground/schoolyard safety evaluation event and/or playground building seminars/workshops. They may also want to aid in running some of the PlayDay events.
- ✓ **Public Officials:** can be on hand at the PlayDay to present awards for excellence in play or design, etc. They can also present Presidential, Mayoral, and/or Gubernatorial Proclamations and/or Declarations, etc.
- ✓ **Corporations, Businesses:** can donate equipment, money, staff, food, etc.
- ✓ **Media (Newspapers, Magazines, Television, Radio):** is an important part of the PlayDay. Newspapers and magazines can run articles and ads before and after the PlayDay. Television and radio programs can air reports on the PlayDay event before, during and after the event.
- ✓ **Scouts, Community Organizations:** can help plan and/or supervise the PlayDay event. They might also want to take this opportunity to run contests/benefits such as ball bouncing, hula hoops, etc. for their organization during the PlayDay.
- ✓ **Universities, Colleges, Students, Faculty:** can sponsor a conference about play for the community. In addition, universities and colleges may want to volunteer their campus' for the PlayDay event. Students and faculty can also assist by planning and/or supervising events.
- ✓ **Recreation Centers:** could donate their facilities for PlayDay activities.
- ✓ **Design Agencies:** may possibly support the PlayDay by creating bumper stickers to give out during the event or to screen tee-shirts for the Play Leaders/volunteers. They could also print and post fliers announcing the event around town.

**To find out more about the IPA/USA organization and its goal to protect, preserve, and promote play as a fundamental right for all humans, go to: www.ipausa.org.*

General Considerations

1. Site

- The site can be indoors and/or outside.
- The site will determine the appropriateness of certain games due to the surface material. Games played on grass can be much more physical and challenging than games played on asphalt or on a gymnasium floor. At the same time, games played indoors can be oriented toward bouncing and skill activities. In any case, it is important that the games are appropriate for the flooring surface(s) available.
- An outdoor site should have protection from the sun (i.e. a canopy) and in case of inclement weather, the elements.
- If at all possible, an indoor site should have some soft surface for little people or to accommodate physical games played by others (i.e. a gymnastics mat).



2. Age Groups

It is best to play games with age groups divided into “little people,” “middle people,” and “big people”.

- **“Little People,”** are toddlers up to age five or six.
- **“Middle People,”** are from six to twelve years.
- **“Big People,”** are thirteen to adult.

The divisions are more for motor and physical development than anything else. It is very easy for a teenage boy or girl to run down a five year old!

The age group divisions are also for different types of play. Toddlers are more interested in solo play and one on one play, whereas teens and adults like active team type games.

3. Play Leaders

- Play Leaders are very important for a successful PlayDay. They can be teachers, administrators, childcare workers, parents, or community volunteers. They are there to promote safety and create free flowing games throughout the day. The Play Leader can change games or activities to make them simple or more challenging and fun, by inserting his or her imagination into the game when they see fit (i.e., add a new game or change the current game to alleviate lulls in the play due to the abilities and attitudes of the players), or they can allow the players to change the game).
- The Play Leaders supervise activities and make creative suggestions for greater participation. Most of the time the players will self-referee, but occasionally a game will need a ruling. Since most of the games do not have winners or losers, the ruling can have a twist, or the Play Leader can allow the teams to decide by a vote. In some cases, the activity can just be started over.
- The Play Leaders also make sure that overly physical players do not overdo it. Older children and many adults do not know when they are playing beyond the ability of the rest of the players. A subtle hint by the Play Leader can make the game more fun for the other players and ensure that nobody gets hurt.
- Once in a while a player will not cooperate or plays to hurt someone. Unfortunately, the only choice for the Play Leader is to warn the player and then ask that player to stop playing until the next game. This choice is not fun for anyone, but safety and enjoyment of the rest of the players is much more important.

4. Games*

The type of games played must be determined for each play site and play group.

- Indoor games will differ from outdoor games.
- Hard surface games will differ from soft surface games.
- “Little people” games will differ from “big people” games.

If it is impossible to determine the site characteristics or the specific age groups, then a wide variety of games must be planned.

Remember, it is better to eliminate a game rather than have an injured player.

If the players do not understand a game or do not seem to enjoy the rules, change the rules or play another game. The nice thing about a PlayDay is that the games and activities are not set in stone. When organizing the game schedule, plan to alternate between active and passive games. This is important for a number of reasons:

- It will give both players and Play Leaders an opportunity to rest.
- If the PlayDay is combined with another event (i.e., Kidfest, Oktoberfest, or other community event), a mix of new players will result. So instead of trying to place the new players into an existing game, just start a new game (unless the old game is almost over. In the case, tell the new players to wait, or come back when you anticipate the game to be over).
- Some games are much more popular and attract large crowds of players than others. If there are too many players in an active game for the Play Leaders to manage, alter the rules or end the game to prevent someone from getting hurt.

Possible games/activities:

LITTLE PEOPLE

- jump roping
- parachute games
- balloon toss
- sidewalk chalk drawings
- face painting
- pretend play (i.e. house)
- drawing/finger painting, etc.

MIDDLE PEOPLE

- parachute games tug of war
- balloon toss
- face painting
- cooperative games
- jewelry making
- sand art

BIG PEOPLE

- balloon toss
- tug of war
- tag games
- face painting
- cooperative games**
- jewelry making
- sand art

* Although PlayDays can include many activities (e.g. adventure play activities, face painting, arts and crafts, other sports events, food, etc.), the focus of the PlayDay is on noncompetitive games and activities.

** Cooperative game resources can be found in the resource section of this document.

Resources for Cooperative Games

Fluegelman, A. (1976). *The new games book*. Garden City, NY: Doubleday.

Fluegelman, A. (1981). *More new games*. Garden City, NY: Doubleday.

Glover, D., and Midura, D. (1992). *Team building through physical challenges*. Champaign, IL: Human Kinetics.

Midura, D., and Glover, D. (1995). *More team building challenges*. Champaign, IL: Human Kinetics.

Grineski, S. (1996). *Cooperative learning in physical education*. Champaign, IL: Human Kinetics.

Orlick, T. (1978). *The cooperative sports and games book*. New York, NY: Pantheon Books.

Rohnke, K. (1984). *Silver Bullets*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

Rohnke, K. (1989). *Cowstails and Cobras II*. Kendall/Hunt Publishing Company.

Rohnke, K., and Butler, S. (1995). *Quicksilver*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

5. Equipment

- The equipment for a PlayDay should be as simple and inexpensive as possible. The message to participants is that it is not necessary to purchase specific and costly equipment to play. An imaginative mind is the most valuable piece of equipment on the field.
- Any equipment used should be easily replaceable in the event of breakage or loss. If possible, it should be recycled from other uses.

Some equipment that can be used:

GAME:

- parachute games
- tug of war
- balloon toss
- jump roping ropes
- side walk chalk drawings
- face painting
- pretend play
- drawing/finger painting
- jewelry making
- sand art
- general

EQUIPMENT:

- parachutes, foam/tennis balls
- long rope
- water balloons, hose
- different length jump
- different colored chalk
- paint, brushes, water
- pallets, pots, pans, clothes, etc
- paper, safety scissors, glue, finger paints, water, pencils, erasers, markers, crayons, smocks
- depends on jewelry being made (earrings, bracelets, rings, necklaces, key chains, picture frames, etc.)
- different colored sand, shallow containers
- paper, glue and/or bottles, necklace bottles, etc. duct tape, knife, cardboard boxes, sunscreen, first aid kit, water cooler, hand cart, long rope



Additional Resources

- Frost, J. (1992). *Play and Playscapes*. Albany, NY: Delmar Publishers Inc.
- Miller, K. (1989). *The outside play and learning book*. Mt. Rainer, MD: Gryphon House, Inc.
- Nelson, E. (1985). *Singing and dancing games for the very young*. New York, NY: Sterling Publishing Co., Inc.
- Rockwell, R., E. Sherwood and Williams, R. (1983). *Hug a tree and other things to do outdoors with young children*. Mt. Rainer, MD: Gryphon House, Inc.
- Rogers, F. and Head, B. (1975). *Mister Rogers' playbook: Insights and activities for parents and children*. New York, NY: Berkley Publishing Corporation.
- Singer, D. and Singer, J. (1985). *Make believe games and activities to foster imaginative play in young children*. Glenview, IL: Scott, Foresman and Company.

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Woodworking with Children

Nothing celebrates children as much as spending time with them. Enjoying woodworking together is one way to do that. Here are some online resources to help in selecting projects and patterns appropriate for you and your child.

Dear Friend of Children,

This article is about how parents can introduce their kids to woodworking:

http://www.canadianhomeworkshop.com/toolbox/toolbox_workshop_kids.shtml

Some easy projects that parents might build for kids or with kids:

Father's day tie rack <http://www.canadianhomeworkshop.com/proj/tie Rack.shtml>

Noise making mower (kids' toy) http://www.canadianhomeworkshop.com/proj/noise_making_mower.shtml

Child's art easel http://www.canadianhomeworkshop.com/proj/easy_easel.shtml

Child's insect holding box (bug barn), build project with kids http://www.canadianhomeworkshop.com/proj/bug_barn.shtml

Kids coat rack http://www.canadianhomeworkshop.com/proj/coat Rack_kids.shtml

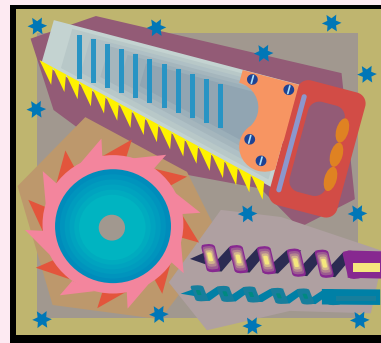
These articles are available on our website at
<http://www.canadianhomeworkshop.com/articles.shtml>

The ones I suggest are from 2005 and 2004, but you could take a closer look at those and other years. Anyone is welcome to come to our website to read the articles.

Good luck
Susan

—
Susan Peters, Associate Editor
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Find free craft patterns at: www.freepatterns.com/pages/join_now.html?source=001FRP

Woodworking for Women **free e-letter**, by *Woodworking for Women* magazine, brings you woodworking information once every three weeks at <http://promotions.drnetwork.com/newsletters/woodworking/index.html>

These activity ideas are meant to help nurture the adult-child relationship and affirm a child's identity. Because the ability to read empowers a child, the following activities are directed at boosting a child's interest in books and an adult's interaction with the child in the reading process.

Reading With Your Infant-Toddler

Babies and toddlers are busy people. They quickly move from one activity to another as they practice life and many new skills. Language is one of the things they practice.

What can you do to help?

- ✓ **Make a lap.**
- ✓ **Talk with your child.**
- ✓ **Look at whatever your child is interested in in the book.**
- ✓ **Repeat what your child says about the pictures or objects you are looking at together.**
- ✓ **Let your child decide when you are done with booktime.**
- ✓ **Be ready to read favorite books again and again.**

Why?

- ♥ Before your child can read words, your baby will look at pictures and find meaning there when they see patterns and similarities between pictures and real life.
- ♥ Babies and toddlers like to "talk" a book rather than read it with you.



Stories From Home

Before children can read or write stories, they can tell them. With some helpful props, the storytelling becomes a visual show, too. Sometimes we need to practice our storytelling. One person needs to tell and another person needs to listen.

How can you help?

- ✓ **Tell your child a story.**
- ✓ **Make it a true story about an animal.**
- ✓ **It can be a hunting story or a story about a pet or an animal you have seen.**



We will listen to each other's stories tomorrow when your child retells it at our center.
 We will draw pictures of our stories.
 We will make a book of our stories and pictures.
 When we are done, we will make copies for all the parents to read with their children.

Why?

- ♥ Storytelling is a book without print and paper. First we think of a story that has a beginning, a middle and an end. Afterward, we want to share it with others or remember it ourselves.
- ♥ When children understand that we need to be able to write down our stories in order to keep them, they understand the reason for writing.



Read to Your Bunny Campaign

We are very pleased to present to you the "Read to Your Bunny" campaign!

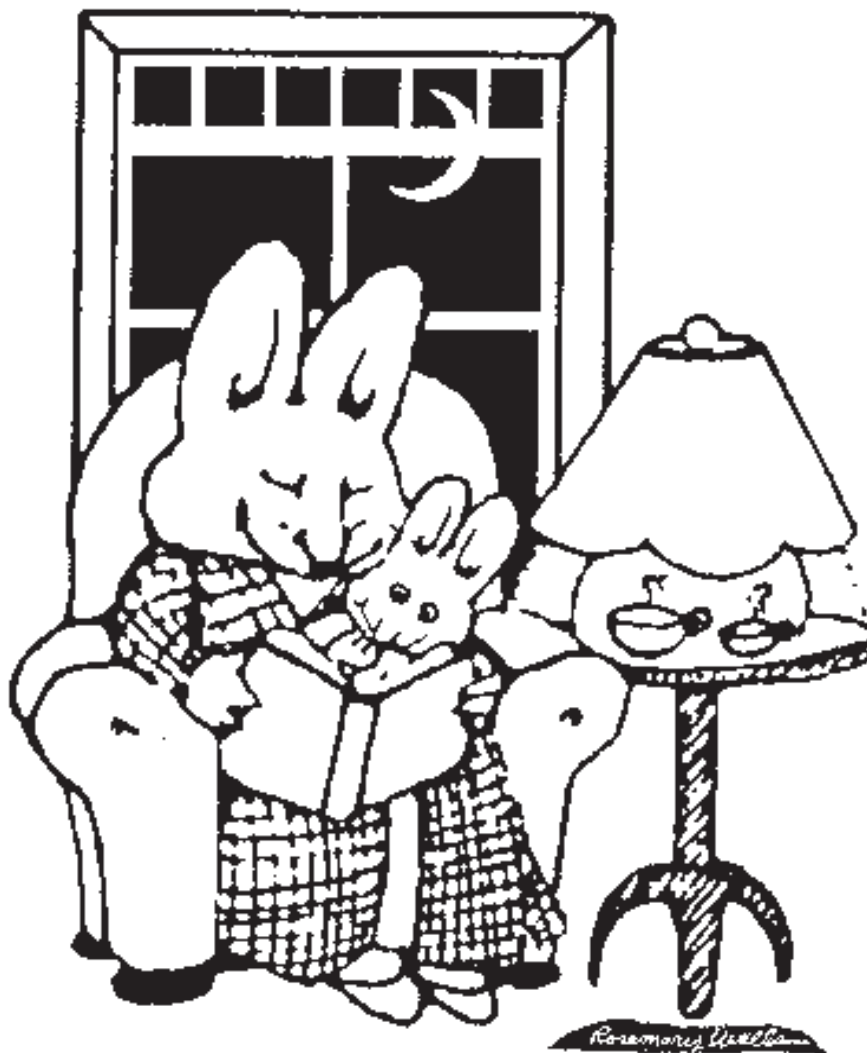
This packet of materials was prepared by the *Texas Library Association Children's Round Table and the Texas State Library and Archives Commission* for their **Read to Your Bunny Campaign**. Author and illustrator Rosemary Wells, the creative force behind the endeavor, originally designed the poster for display in pediatricians' offices. She felt that perhaps parents would listen to their children's doctors — and that the call for regular read-aloud sessions would finally be heard and heeded. Ms. Wells graciously extended the right to reproduce the poster; the images are designed for you to reproduce. For more information, visit the "Read to Your Bunny" (<http://www.tsl.state.tx.us/ld/pubs/readbunny>) and "Adopt a Bunny" (<http://www.tsl.state.tx.us/ld/pubs/adoptbunny>) websites.

FIVE POINTS ON READING FROM ROSEMARY WELLS



- ♥ Children who read succeed. The most significant part of a child's mental growth between the ages of three and seven is the ability to imagine. Books boost imagination. Our popular television culture degrades imagination.
- ♥ TV and video are now our national babysitters. But a young child's growing mind needs active play and live conversation. Television puts a child into what neurologists call the passive Alpha state. A child cannot learn from screens because programs are meant to sell products not to teach.
- ♥ Much like the first news about tobacco and cholesterol, early studies now link overdoses of TV, video games and pop music with learning disabilities, attention deficiency, speech defects and aggressive behavior.
- ♥ Screen watching makes a child a follower and a consumer. Books exist because of the power of human ideas. Readers are leaders and producers.
- ♥ After a tiring day nothing is more restful than reading with a child on your lap. Reading aloud offers a world of privacy, dignity, and love to both of you.

The most important
20 minutes of your day.



Read to your bunny.

READ TO YOUR BUNNY NOW!

Why read aloud?

- ♥ It's fun and enjoyable for everyone. . . it helps create a special bond.
- ♥ Children learn to read as they listen and look at books.

Where to start?

- ♥ Start at the library. Your library has it all! Books. . .Recordings. . .Videos.
- ♥ No matter what your reading interest, ask at the library.
- ♥ Share books you like.

How to read aloud?

- ♥ Let your voice get soft and loud. Change the pace of your reading. . .slow or fast.
- ♥ Turn off the television, radio or stereo.
- ♥ Let your child have fun with the book. Encourage the child to point out pictures, ask questions or repeat words.

And remember, spending just 20 minutes a day reading to “your bunny” puts your child a hop ahead when it is time for school!

*Adapted with permission from a brochure produced by the American Library Association.
Prepared by the Texas Library Association Children's Round Table
and the Texas State Library and Archives Commission.*

TIPS FOR READING TO YOUR BUNNY

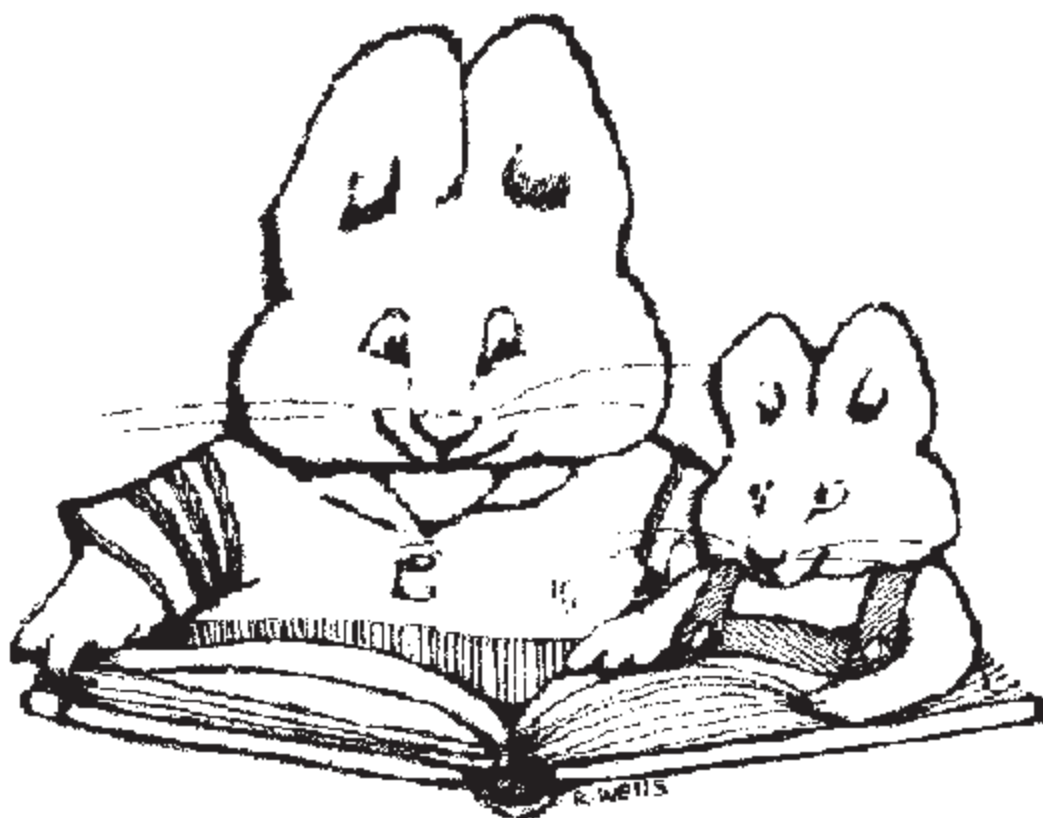
- ♥ Read a newspaper story you are reading. It's the sounds that are important.
- ♥ Introduce simple pictures and stories as the baby grows. Shapes, colors and sounds will delight.
- ♥ Visit the library often. Let the children get their own library cards and select their own books.
- ♥ Make a special time for reading aloud: after dinner, before bed . . . anytime, anywhere, anyplace.
- ♥ Try lots of books. There's a book for everyone.
- ♥ Read more about people, places and things you see on television.
- ♥ Have older children read aloud while you do household chores.
- ♥ Keep plenty of reading materials around the house. Put children's books on low shelves.
- ♥ Let children see you read. Talk about what you read.
- ♥ Give books as gifts. Let children know you think books are special, and reading is important.

READ TO “YOUR BUNNY” NOW!

*Prepared by the Texas Library Association Children's Round Table
and the Texas State Library and Archives Commission*

***Take twenty...Read to a
child.***

***Tome veinte
minutos...Lea con un
Niño***



Take 20 . . .Read to Your Bunny

SELECTING BOOKS FOR YOUR BUNNY

Wouldn't it be nice if someone would just give you a list — when your child is two, read these books; when your child is three, read these . . .? If you've been looking for the perfect literacy development recipe, stop searching! No such prescription is possible.

While there is information about the expected sequence of child development, it is also well established that no two children are exactly alike. Every child develops in a unique and highly individualized way. Among early childhood educators, the prevailing philosophy is that we must pay attention to what we know about how children develop, as well as what we learn about the individual needs and interests of the specific child. This approach to early childhood education is known as developmentally appropriate practice.

While it is impossible to develop the perfect, age-specific reading list, there are certain book characteristics to look for as you select materials to read to your developing child.

INFANTS

- Simple and repetitive songs and poems
- Classic nursery rhymes
- Hand and finger games
- Sturdy books made from cloth, cardboard, and plastic that the child can handle and chew on
- Old magazines and catalogs to examine and tear

TODDLERS

- Books about daily life and the toddler's world
- Simple predictable plots with repetitive phrases
- Books that invite chatting, chanting, humming, and dancing
- Illustrations that include objects the toddler can identify — “point and say books.”

PRE-SCHOOLERS

- Traditional folk, fairytales, and fables
- Wordless picture books that allow pre-schoolers to develop their own stories
- Books about first experiences, achievement, and problem solving
- Increasingly complex plot lines
- Easy-to-read books with controlled vocabulary

And remember . . .

It is the language and social interaction that surround the reading, not just the words and pictures of the book itself, that foster literacy development. So, have fun with books! Re-read old favorites again and again. Share a wide variety of books with your child — storybooks, concept books, information books, poetry books, books about people like you and about people who are different.

READ! READ! READ! Just 20 minutes a day can make all the difference in your child's life!



*Prepared by the Texas Library Association Children's Round Table
and the Texas State Library and Archives Commission*

BUNNY BOOKS

(I) Infant (T) Toddler (P) Preschooler

Aesop

The Hare and the Tortoise (P)

Classic fable illustrates moral that hard work and perseverance bring reward.

Becker, John

Seven Little Rabbits (P)

This catchy, repetitive counting rhyme is beautifully illustrated by Barbara Cooney.

Brown, Margaret Wise

The Golden Egg Book (T)

A bunny finds an egg, and when it hatches into a duckling, they become friends. Beautiful wild flowers border an egg shaped oval on each page.

Goodnight Moon (I-T-P)

A young rabbit says goodnight to familiar objects in his bedroom in this comforting bedtime classic.

The Runaway Bunny (I-T-P)

A little bunny wants to run away, and his mother tells how she would follow him because he's her little bunny. (Also available as board book.)

Carroll, Ruth

Where's the Bunny? (T)

Puppy and Bunny play hide and seek.

Fisher, Aileen Lucia

Listen, Rabbit (P)

Story of a little boy who wanted to make a wild rabbit into his pet, but decided to leave the rabbit free in the fields and to just be friends.

Gag, Wanda

ABC Bunny (T-P)

A beautifully crafted book which carefully weaves a story line into an alphabet song.

Gretz, Susanna

Duck Takes Off (T)

When Duck, Rabbit, and Frog play school, bossy Duck is the teacher and insists that Rabbit and Frog fly, quack, and waddle. Series.

Grossman, Virginia

Ten Little Rabbits (P)

A counting rhyme with illustrations of rabbits in Native American costume, depicting traditional customs such as rain dances, hunting, and smoke signals.

Hoban, Tana

Where Is It? (I-T)

This story, told in rhyme and illustrated with photographs, follows a little bunny who is searching for his own basket of garden vegetables.

Lionni, Leo

Let's Make Rabbits (P)

The scissors and the pencil each make a rabbit, one a drawing, the other a collage, and the two become best friends.

McDermott, Gerald

Zomo the Rabbit; a Trickster Tale from West Africa (P)

Spare text and bright illustrations tell the story of Zomo the Rabbit who must complete three impossible tasks in order to gain wisdom.

McNally, Darcie

In a Cabin In a Wood (P)

An adaptation of the familiar song in which animals in the woods beg for shelter from the hunter.

Newberry, Clare Turlay

Marshmallow (P)

A little white bunny who looks as soft as a marshmallow comes to live in a house with a big black cat.

Potter, Beatrix

The Tale of Peter Rabbit (P)

This classic tells about the adventures of Peter Rabbit in Mr. MacGregor's garden.

Shannon, George

Dance Away (P)

Rabbit's friends get tired of his dancing, but when they are caught by the Fox, it is Rabbit who saves them.

Wells, Rosemary

Max's First Word (I-T)

Big sister Ruby has trouble teaching infant brother Max his first words. One of many adventures of the bunny siblings.

Ziefert, Harriet

Let's Get Dressed (I)

Bunny children decide to dress themselves. Series.

Zolotow, Charlotte

Mr. Rabbit and the Lovely Present (P)

Mr. Rabbit helps a little girl collect fruit to make a lovely present for her mother's birthday.

These and other wonderful books are available at the library for you to read to your bunny.

Prepared by the Texas Library Association's Children's Round Table and the Texas State Library and Archives Commission.



Songs to Sing to Your Bunny

“Read To Your Bunny” (Infant)

(Sung to: “Rock a Bye Baby”)

Read to your bunny in the tree top,
Read to your bunny and do not stop.
When she grows up,
Your bunny will read.
Read to your bunny,
And she’ll succeed!

“Did You Ever See a Bunny” (Toddler)

(Sung to: “Did You Ever See a Lassie”)

Did you ever see a bunny, a bunny, a bunny,
Did you ever see a bunny, munching his lunch?
He munches and crunches, and munches and crunches.
Did you ever see a bunny, munching his lunch?
Did you ever see a bunny, a bunny, a bunny,
Did you ever see a bunny, flap his big ears?
He flips them and flaps them and flips them and flaps them.
Did you ever see a bunny, flap his big ears?
Did you ever see a bunny, a bunny, a bunny,
Did you ever see a bunny, hop down the lane?
He hips and he hops and he hips and he hops.
Did you ever see a bunny, hop down the lane?

“The Bunny-Pokey” (Preschooler)

(Sung to: “Hokey-Pokey”)

You put your bunny ears in,
You put your bunny ears out,
You put your bunny ears in
And you wiggle all about.
You do the bunny pokey,
And you hop yourself around,
That’s what it’s all about.
You put your bunny nose in...
You put your bunny tail in...
You put your bunny foot in...
You put your whole self in...

Some songs adapted from Animal Piggyback Songs by Jean Warren.

Activities to Share with Your Bunny

Bunny Stick Puppet

Materials: Craft sticks (popsicle sticks), pattern, crayons, scissors, glue.

Procedure: Copy pattern (enlarge if desired) and cut out. Color the bunny. Glue to craft stick. Let your bunny sing along!

Bunny Bags

Materials: Paper lunch sacks, yarn, crayons, cotton balls, glue.

Procedure: Cut an indentation into the lunch sack, as illustrated. Round off the “ears.” Add a loop of yarn for a handle and staple ears together. Color eyes, teeth, nose, and whiskers. Glue a cotton ball at the bottom of the back for a tail. Your bunny now has a bag for collecting carrots and other treats, including books!

Crafts adapted or reprinted from Animal Antics: Program Guide for the Texas Reading Club 1990.

Prepared by the Texas Library Association Children’s Round Table and the Texas State Library and Archives Commission.





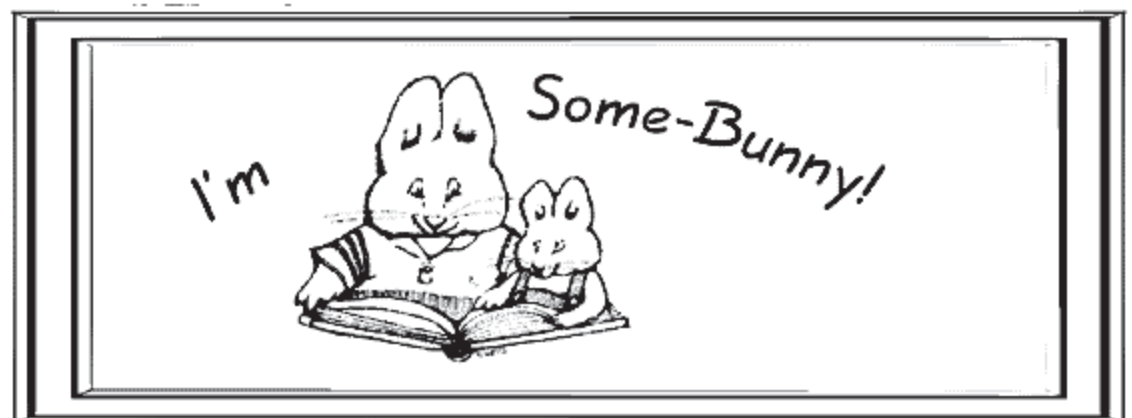
Shhhhhh!!

**I'm reading
with my
Buddy!**



_____ is
reading this book.

Bookmarks and Badges



BUNNY FINGERPLAYS AND RHYMES

(I) Infant

(T) Toddler

(P) Preschooler

Tired Bunnies (I)

"Come my bunnies, it's time for bed."
That's what Mother Bunny said.
"But first I'll count you just to see,
If you have all come back to me.
Bunny 1, Bunny 2, Bunny 3, oh dear,
Bunny 4, Bunny 5, yes, you're all here.
You're the sweetest things alive.
My bunnies 1, 2, 3, 4, 5."
(Use rhyme to count baby's fingers and toes.)

Chubby Little Snowman (I)

A chubby little snowman had a carrot nose.
Along came a bunny and what do you suppose?
That hungry little bunny, looking for his lunch
Ate that snowman's carrot nose, Nibble, nibble,
CRUNCH!
(Tickle baby's nose as you say verse.)

Little Brown Rabbit Popped Out of the Ground (T)

A little brown rabbit popped out of the ground,
(Make fist with right hand. Open fist on word "popped.")
Wiggled his whiskers and looked around.
(Wriggle fingers.)
Another wee rabbit who lived in the grass
(Make fist with left hand.)
Popped his head out and watched him pass.
(Open left hand.)
Then both the wee rabbits went hoppity hop,
(Make fists with both hands. Hop them up and down.)
Hoppity, hoppity, hoppity hop,
(Continue to hop fists up and down.)
Till they came to a wall and had to stop.
(Stop hopping hands.)
Then both the wee rabbits turned themselves 'round,
(Twist hands at wrists.)
And scuttled off home to their holes in the ground.
(Run hands quickly behind back.)

Little Bunny (T)

There was a little bunny who lived in the wood,
He wiggled his ears as a good bunny should.
He hopped by a squirrel, He hopped by a tree.
He hopped by a duck, And he hopped by me.
He stared at the squirrel. He stared at the tree.
He stared at the duck. But he made faces at me!

A Fat Bunny (P)

A Fat Bunny rabbit with ears so tall,
And two pink eyes about this small,
Went hop, hop, hopping to get some lunch.
He found a fresh carrot, O yum-yum, crunch-crunch!
While he was eating and having such fun,
Bang! What a noise! He started to run.
All you could see as he went racing by,
Was his powder puff tail - waving good-bye.

Five Little Bunnies (P)

Five little bunnies standing by the door,
One hopped away, and then there were four.
Four little bunnies sitting near a tree,
One hopped away, and then there were three.
Three little bunnies looking at you,
One hopped away and then there were two.
Two little bunnies enjoying the sun,
One hopped away, and then there was one.
One little bunny sitting all alone,
He hopped away, and then there were none!
(Hold up open hand and bend down one finger with each verse.)

The Rabbit (P)

I saw a little rabbit come Hop, hop, hop!
I saw his two long ears go Flop, flop, flop!
I saw his little nose go Twink, twink, twink.
I saw his little eyes go Wink, wink, wink.
I said, "Little Rabbit, Won't you stay?"
Then he looked at me, And hopped away.
(For Toddler version use blink for eyes instead of wink.)

Here is a Bunny (T)

Here is a bunny
(Make fist with two fingers up straight.)
With his ears so funny.
Here is his hole
(Circle fingers and thumb of other hand.)
In the ground.
When a noise he hears,
(Rotate rabbit as if hearing noise.)
He pricks up his ears,
And jumps in his hole
(Jump rabbit ears into hole.)
In the ground.

*More fingerplays and rhymes are available at the library
for you to share with your bunny.*



RESOURCE LIST

For additional fingerplays, rhymes, songs, projects, and crafts or more detailed information on literacy and early childhood education, consult these books and others, available at local libraries or through interlibrary loan.

- Berk, Laura E. Infants, Children, and Adolescents. Boston, MA: Allyn and Bacon, 1993.
- Bredenkamp, Sue and Rosegrant, Teresa. Reaching Potentials: Appropriate Curriculum and Assessment for Young Children, vol. 1. Washington, DC: NAEYC, 1992.
- Conklin, Lynn. Holiday Projects for Kids: Winter/Spring. Palos Verdes Estates, CA: Frank Schaffer Publications, Inc., 1983. (Craft ideas for "Bunny Face" with moveable ears and eyes, p. 14.)
- Fort, Imogene. April: Patterns, Projects & Plans to Perk Up Early Learning Programs. Nashville, TN: Incentive Publications, Inc., 1990. (Craft ideas for "Paper Bag Bunny Basket," Cotton Ball or Tissue Paper Bunny," and "Stand-Up Bunny" pp. 30-31.)
- Gibson, Linda. Literacy Learning in the Early Years: Through Children's Eyes. New York: Teacher's College Press, 1989.
- Hunt, Tamara and Nancy Renfro. Never Pick a Python for a Pet: And Other Animal Poems. Nancy Renfro Studios, 1984. (Perform and involve children in the short, one-person puppet show "The Fox and the Rabbit" pp. 46-47.)
- MacDonald, Margaret Read. Booksharing: 101 Programs to Use with Preschoolers. Hamden, CT: Shoe String Press, 1988. ("Easter Rabbits" pp. 95-97.)
- Mallett, Jerry. Stories to Draw. Hagerstown, MD: Freline, Inc., 1982. ("Who's in My Garden?" pp. 33-35.)
- Oldfield, Margaret Jean. More Tell and Draw Stories. Minneapolis, MN: Creative Storytime Press, 1969. ("Why Rabbits Have Long Ears" pp. 39-40.)
- Raines, Shirley C. Story S-T-R-E-T-C-H-E-R-S: Activities to Expand Children's Favorite Books. Mt. Rainier, MD: Gryphon House, Inc., 1989. ("Runaway Bunny" program ideas for art, creative dramatics, and cooking. pp. 156-157.)
- Ring A Ring O' Roses: Stories, Games and Finger Plays for Pre-school Children. Flint, MI: Flint Public Library, 1981. (Many bunny fingerplays and rhymes.)
- Roberts, Lynda. Mitt Magic: Fingerplays for Finger Puppets. Mt. Rainier, MD: Gryphon House, Inc., 1985. ("Easter Rabbits" and "Easter Eggs" pp. 57-58.)
- Schiller, Pam. Where is Thumbkin?: Over 500 Activities to Use with Songs You Already Know. Mt. Rainier, MD: Gryphon House, Inc., 1993. ("Little Bunny Foo Foo" program suggestions for music, movement, and art. pp. 122-123.)
- Sevaly, Karen. April: A Creative Idea Book for the Elementary Teacher. Moreno Valley, CA: Teacher's Friend Publications, 1988. (Craft ideas for "Bunny Basket" and Bunny Sack Puppet" pp. 36-37.)
- Sierra, Judy. The Flannel Board Storytelling Book: 36 Stories, Poems, and Songs and Over 250 Patterns. The H.W. Wilson company, 1987. ("Uwungelema, An African (Bantu) Tale" is one of the many stories of "slow and steady wins the race" pp. 152-157.)
- Sitarz, Paula Gaj. More Picture Book Story Hours: From Parties to Pets. Englewood, CO: Libraries Unlimited, Inc., 1990. ("Wiggle and Hop: Stories about Rabbits" pp. 122-126.)
- Van Schuyver, Jan. Storytelling Made Easy with Puppets. Phoenix, AZ: Oryx Press, 1993. ("Bad Habits" pp. 74-79 and "The Tortoise and the Hare" pp. 67-69.)
- Warren, Jean. Animal Piggyback Songs. Everett, WA: Warren Publishing House, Inc., 1990. ("Rabbit Hopping Song," "Bunny-Pokey," "My Rabbit," and "See the Fluffy Rabbit.")
- Warren, Jean. "Cut & Tell" Scissor Stories for Spring. Everett, WA: Warren Publishing House, Inc., 1984. ("Bunny in a Basket" pp. 21-31.)
- Warren, Jean. Piggyback Songs to Sign. Everett, WA: Warren Publishing House, Inc., 1992.) (Learn to sign "Funny Little Bunny" and use in the songs "Down the Lane," "Carrot Patch," "Funny Little Bunny," and "Hop, Hop, Hop." pp. 68-69.)

Puppet Sources

- Folkmanis, Inc. 1219 Park Avenue, Emeryville, CA 94608. (510) 658-7677. (Wonderful source for realistic puppets with bunnies in many colors and sizes.)
- Listening Library: Book Mates. One Park Ave., Old Greenwich, CT 06870. 1-800-243-4504. (Good source for book characters and puppets such as "Goodnight Moon" bunny.)

*Prepared by the Texas Library Association Children's Round Table
and the Texas State Library and Archives Commission.*

Universal Declaration of Human Rights

This is not the original language of the UN Convention on the Rights of the Child.

This version from Human Rights Watch is given as an easy-to-read guide to make the principles more understandable for young people.

1. When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.
2. Everyone can claim the following rights, despite- a different sex- a different skin colour- speaking a different language- thinking different things- believing in another religion- owning more or less- being born in another social group- coming from another country. It also makes no difference whether the country you live in is independent or not.
3. You have the right to live, and to live in freedom and safety.
4. Nobody has the right to treat you as his her slave and you should not make anyone your slave.
5. Nobody has the right to torture you.
6. You should be legally protected in the same way everywhere, and like everyone else.
7. The law is the same for everyone; it should be applied in the same way to all.
8. You should be able to ask for legal help when the rights your country grants you are not respected.
9. Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without good reason.
10. If you go on trial this should be done in public. The people who try you should not let themselves be influenced by others.
11. You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.
12. You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.
13. You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.
14. If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you, yourself, do not respect what is written here.
15. You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging country if you wish.
16. As soon as person is legally entitled, he or she has the right to marry and have a family. In doing this, neither the colour of your skin, the country you come from nor your region should be impediments. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The government of your country should protect your family and its members.

17. You have the right to own things and nobody has the right to take these from you without a good reason.
18. You have the right to profess your religion freely, to change it, and to practice it either on your own or with other people.
19. You have the right to think what you want, to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas also—with people from any other country.
20. You have the right to organize peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.
21. You have the right to take part in your country's political affairs either by belonging to the government yourself or by choosing politicians who have the same ideas as you. Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.
22. The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) which are offered to you and to you and to all the men and women in your country.
23. You have the right to work, to be free to choose your work, to get a salary which allows you to support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.
24. Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.
25. You have the right to have whatever you need so that you and your family: do not fall ill; go hungry; have clothes and a house; and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help. The mother who is going to have a baby, and her baby should get special help. All children have the same rights, whether or not the mother is married.
26. You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as wish. At school, you should be able to develop all your talents and you should be taught to get on with others, whatever their race, religion or the country they come from. Your parents have the right to choose how and what you will be taught at school.
27. You have the right to share in your community's arts and sciences, and any good they do. Your works as an artist, writer, or a scientist should be protected, and you should be able to benefit from them.
28. So that your rights will be respected, there must be an 'order' which can protect them. This 'order' should be local and worldwide.
29. You have duties towards the community within which your personality can only fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.
30. In all parts of the world, no society, no human being, should take it upon her or himself to act in such a way as to destroy the rights which you have just been reading about.

THEME for 2006

The Role of Play Activities and Games in Respecting, Valuing, and Supporting Our Children

The Resolutions and Advocacy Committee of the US National Committee of OMEP has chosen a theme for 2006 and developed some general guidelines. The Whittier College student chapter of OMEP-USNC will work with their advisor, Judith Wagner, on a meaningful program of activities for Children's Day, November 20, 2006.

Play activities and games that support selected articles from the UN Convention on the Rights of the Child will be prioritized. Other activities will reinforce those values of the family, culture, nationality, and religion that support and value children. Many activities fall into both categories. These activities will also help children learn to respect, value, and support others as well as themselves.

The goal is to feature these play activities and games throughout the year on the OMEP-USNC website, at conferences, and in our newsletters. Included will be activities for children ages birth to three (supporting World OMEP's current focus), others for preschoolers, and others more appropriate for children ages five to eight. Parents, teachers and significant adults in a child's life will be able to adapt activities for their setting. The culmination of the program will be the celebration of **USNC-OMEP Children's Day on November 20, 2006.**

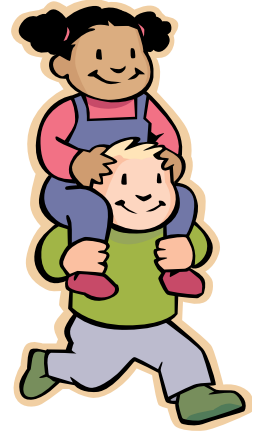


Children's Day Activity Packets from previous years and a format for activity plans will be available throughout the year on the OMEP-USNC website at www.omep-usnc.org.

The goal is for the program to become interactive so please send your suggestions for games /activities to the OMEP-USNC Resolutions and Advocacy Committee to: dorothysailor@juno.com, or OMEP Children's Day, c/o Dorothy Sailor, 2255 Skyline Drive, Fullerton, CA 92831-1103.

General Learning Outcomes for Children for Children's Day Activities

1. Children develop a greater understanding of themselves and others.
2. Children strengthen their ability to deal with emotional issues and learn empathy for others.
3. Children gain a sense of belonging to a family, neighborhood, and/or a community.
4. Children have fun and learn to respect their own culture and the culture or different traditions of others.
5. Children learn that all children have basic rights that include the right to play (UN-CRC).
6. Children learn that all children have a right to a home, to their own family or neighbors and friends to care for them and to a nationality-their own country (UN CRC)
7. Children learn more about the meaning of family traditions, community observations of their friends and groups in their community
8. Children learn various ways to celebrate any special occasion or discovery.



Organization Mondiale pour l'Education Prèscolaire

THE AIMS AND OBJECTIVES OF OMEP-US NATIONAL CHAPTER

- A. TO SUPPORT THE AIMS AND OBJECTIVES OF OMEP AT THE WORLD, NATIONAL, REGIONAL, AND LOCAL LEVELS.



THE AIMS AND OBJECTIVES OF OMEP ARE:

1. USING EVERY POSSIBLE MEANS TO PROMOTE FOR EACH CHILD THE OPTIMUM CONDITIONS FOR HIS WELL-BEING, DEVELOPMENT AND HAPPINESS IN HIS FAMILY, INSTITUTIONS AND SOCIETY.
2. TO THIS END, OMEP SHALL HELP ANY UNDERTAKING, WHICH COULD IMPROVE EARLY CHILDHOOD EDUCATION.
3. OMEP SHALL SUPPORT SCIENTIFIC RESEARCH, WHICH CAN INFLUENCE THESE CONDITIONS. THUS OMEP SHALL CONTRIBUTE TOWARDS HUMAN UNDERSTANDING AND THEREBY CONTRIBUTE TO THE PEACE OF THE WORLD.
4. TO PROMOTE PRESCHOOL EDUCATION.

- B. TO SUPPORT RESOLUTIONS ADOPTED BY OMEP BY CARRYING OUT ACTIVITIES AT THE NATIONAL, REGIONAL, AND/OR LOCAL LEVELS.

- C. TO SERVE AS A LINK WITH THE WORLD COUNCIL OF OMEP, OTHER WORLD ORGANIZATIONS, AND WITH PROFESSIONAL ORGANIZATIONS WITHIN THE UNITED STATES, IN ADDRESSING OBJECTIVES A AND B.

- D. TO INFORM AND EDUCATE ITS MEMBERS AND THE PUBLIC ABOUT WHAT IS HAPPENING TO YOUNG CHILDREN AROUND THE WORLD.

